Course Title: **School Management Practices**

Course No.: Ed. PM: 449 Th : 80 + Pr. 20

Nature of Course: Theory + Practical Pass Marks: 28+8=36

Level: B. Ed. Periods per week: 6

Year: Fourth Full Marks: 100

Time per period: 55 min. Total periods: 150

**1. Course Description**

This course is designed for the students of specializing educational planning and management. It intends to provide basic knowledge and skills of school management practices ensuring of quality education. It deals the fundamental concept of management, educational management including functions, classroom management, human research development for organizational development, internal organization of school. Management of school facilitates the basic principles and practices and it helps to the prospective head teachers, students and educational personnel to conduct educational institution efficiently and effectively.

**2. General Objectives**

On the completion of this course the learners will be able to:

* Elucidate the concept, features and objectives of effective classroom management.
* Illustrate with process and reasons of staff meeting relevant to educational management.
* Explain the managing facilities of school.
* Explain the managing of innovation in classroom organization.
* Describe the concept of instructional organization.
* Describe the managing process of teaching learning.
* State learning as disciplinary management.
* Conduct the practical activities with relevance of school management.

**3. Contents**

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| **Specific Objectives** | **Contents** |
| * Explain the concept of effective classroom management. * Describe the concept of transformative classroom management and teaching styles. * State the classroom management matrix. * Enumerate the major components of classroom management. * State the covenant management. | **Unit I : Effective Classroom Management (15)**  1.1 Concept of transformative classroom  management (TCM)  1.2 Teaching styles and classroom management matrix  1.2.1 Orientation and dispositions  1.2.2 Responsibility and internal locus of control  1.2.3 Intentionality and consciousness  1.2.4 Moving of the continuum to a more functional approach  1.2.5 Transformational ideas  1.3 Major components of classroom management  1.3.1 Classroom management  1.3.2 Content management  1.3.3 Conduct management   * Room arrangement * Setting * Managing student academic work * Promoting appropriate behavior and use of consequences   1.4. Covenant management |
| * Define staff meeting with its purposes. * Mention styles of staff meeting. * Explain the process of creating sound meeting environment. * Enlist the principles of effective staff meeting. * Indicate the process of conducting staff meeting. * Mention the causes for dislike staff meeting. * State the strategies for dealing problem with people in meeting session. * Enlist the suggestions for effective staff meeting. * Elucidate the implications of staff meeting in educational institutions. | **Unit II : Staff Meeting (20)**  2.1 Concept of staff meeting  2.2 Purposes of staff meeting  2.3 Styles of staff meeting  2.3.1 Formal meeting  2.3.2 Informal meeting  2.3.3 Planned meeting  2.3.4 Emergency meeting  2.4 Meeting environment  2.5 Principles of effective staff meeting  2.6 Characteristics of an effective staff meeting  2.7 Process of conducting staff meeting  2.8 Causes of dislike staff meeting  2.9 Strategies for dealing problems with people in meeting  2.10 Suggestions for effective staff meeting  2.11 Implications of staff meeting in educational institutions |
| * Describe the management techniques of different facilities of the school. * Enumerate the ways of maintenance and optimum utilization of school resources. | **Unit III : Management of School Facilities (20)**  3.1 Management of library services  3.2 Management of school health services and first aids  3.3 Management of school tiffin service  3.4 Management of transportation  3.5 Management of hostel services  3.6 Management of sports, game and play ground  3.7 Management of physical facilities  3.7.1 Lighting and ventilation  3.7.2 Staff room  3.7.3 Special room  3.7.4 School furniture  3.7.5 Writing board  3.7.6 Teaching materials corner  3.8 Maintenance and optimum utilization of resources in the School. |
| * Describe concept and importance of innovational management in classroom. * Enumerate diagnostic and remedial classroom management of different types of pupils. * State creative in classroom environment | **Unit IV : Innovational management in Classroom 15)**  4.1 Concept and importance of innovational management  4.2 Management of non graded classroom  4.3 Classroom without walls  4.4 Open classroom  4.5 Diagnostic and remedial classroom management   * Gifted pupils * Emotionally distorted pupils * Pupils with learning disabilities * Pupils with mental retardation * Physically handicapped pupils * Disadvantaged pupils   4.6 Creativity in classroom and classroom environment |
| * Explain the concept and types of instructional organization. * Enumerate instructional organizational practices in Nepal | **Unit V : Instructional Organization (10)**  5.1 Concept  5.2 Types   * Subjecting teaching * Grade teaching * Multi grade multi level teaching * Mixed ability teaching   5.3 Practices of instructional organization of Nepali contexts |
| * Explain the meaning, needs and importance of teaching learning * State organization of teaching learning * Explain tasks related leading teaching learning * State the controlling system of teaching learning | **Unit VI : Managing Process of Teaching Learning (15)**  6.1 Meaning, needs and importance of teaching learning.  6.2 Planning teaching learning.   * Basic steps * Significance   6.3 Organization of teaching learning   * Organizational task * Teaching strategies and tactics * Selection and use of proper teaching aids * Selection and use of appropriate communication strategy * Classroom communication   1. Leading teaching learning: Tasks related to leading   6.5 Controlling teaching learning   * Measurement and assessment of teaching learning out- comes * Teacher student relation and student evaluation management |
| * Describe the concept and importance of learning as disciplinary management. * Explain quality circle of learning experience * Explain the culture and management of learning * Define proactive classroom management strategies. * Explain the strategies for learning as disciplinary management. | **Unit VII : Learning as Disciplinary Management (15)**  7.1 Concept and importance of disciplinary management: Pupils and teacher,   * 1. Quality circle of learning experience   7.3 Culture and management of learning  7.4 Proactive classroom management strategies.  7.4.1 CHAMP small group instruction strategies  7.4.2 Teaching classroom rules and regulations  7.4.3 Misbehavior preventing strategies  7.5 Strategies for learning as disciplinary management in classroom   * Classroom transition * Creating positive classroom climate * Emotional safety |
| * Preparation of practical activities with relevance of school management | **Unit VIII : Practical Activities (40)**  8.1 To observe classroom management of sponsoring school and give suggestion for effective classroom management  8.2 To conduct and observe staff meeting and explain its process, procedure and decision making process.  8.3 To observe managing classroom for gifted pupil and creative classroom environment  8.4 To study types of classroom organization give suggestion for proper classroom organization. |

***Note: The figures within the parenthesis indicate the appropriate periods for respective units.***

**4. Instructional Techniques**

The following modes of delivery can be used by the teachers:

**4.1 General Instructional Strategies**

* Lecture
* Discussion
* Question answer
* Lecture with the use of multimedia projector
* Brainstorming

**4.2 Specific Instructional Strategies**

* Apply lecture, discussion and question answer method in each unit. Encourage the students to summarize the lesson.
* Providing opportunity to visit community managed school to the students in the following activities;
* To observe and analysis of staff meeting (for unit-VII), internal organization of a school (for unit-VIII), time management ( for unit-IX of 9.2) and management of school facilities (for unit-X) and encourage the students to prepare reports of these learning activities.
* After preparation of reports, providing opportunity to present reports in the classroom for discussion. The tutorial support and feedback procedures should be used by the teacher.

**5. Evaluation**

Student will be evaluated on the basis of both formative (Written test in the class, class participation, preparation and presentation of reports) and final Examination as a part of summative evaluation conducted by the Office of the Controller of examination. The scores of the formative evaluation will be used only for the providing feedback purposes. In the final examination the types and number of questions to be included are as follows:

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| --- | --- | --- | --- |
| **Types of questions** | **Total questions to be asked** | **Number of questions to be answered and marks allotted** | **Total marks (100)** |
| Group A : Multiple choice items | 14 questions | 14 × 1 marks | 14 |
| Group B : Short questions | 6 with 3 alternative question | 6 × 7 marks | 42 |
| Group C : Long questions | 2 with 1 alternative question | 2 × 12 marks | 24 |

**6. Recommended Books**

Bhusan, J.K. (2009). *Management & Education.* Delhi: Surjeet Publications. (For unit V)

CERID (1986). *Multiple class teaching mythological guides.* Authors: Kirtipur (For unit V)

Chauhan, S. (2012). *Educational Management.* New Delhi: PEARSON. (For unit, VII)

Deshanukh, A. and & Naik, A. P. (2010). *Educational Management.* Delhi: Himalayan Publishing House. (For unit I, II)

Jnes, F. (1983). *Management Skills in School.* Delhi: Penguin books ltd. (for unit II)

Panday, S.R. (2011). *Administration & Management of Evaluation*. Mumbai: Himalayan Publishing House. (For unit I, III)

UNESCO (1988). *Multiple class teaching in primary school, a methodology guide and principle*. Bangkok: Regional Office for Asia and Pacific (For unit V)

Goel, A. and Goal, S.L. (2009). *Educational Administration & Management*. New Delhi: Deep & Deep Publication Pvt. Ltd. (For unit I, II)

Mangal S.K.and Managal, U. (2012). *Essential of Educational Technology.* India: PHI Learning Pvt. Ltd. (For unit,VI)

Mehra, R. (2004). *Classroom Management.* Delhi: Adroit Publishers (For unit I)

**References**

Bass, B. (1988). *Leadership & Performance Beyond Expectations.* NewYork: The Free Press.

Bhatia, K.K. (2008). *Educational Psychology & Techinques of Teaching.* New Dehli: Kalyani Publishers..

Bush, T. (1995). *Theories of educational management.* London: Paul Chapman Publishing Ltd.

Robbins, S.P., and De Cenzo, D.A., Bhattacharyya, S. and Agarwal, M.A. (2009). *Fundamentals of management: Essential concepts and applications.* India: Dorling Kindersley Pvt. Ltd.

Massle, J.L.(2010). *Essentials of Management*. Prentice Hall of India.

Sidhu, K. S.(2008). *School Organization & Administration.* New Delhi:Sterling Publishes Pvt.Ltd.

Watton, C. C. (2010). *The Ethics of Corporate Conduct.* Englewood: Cliffis Prentice Hall.